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ABSTRACT

Materials contained in this career guidance unit provide the eighth grade junior high school student with steps he can utilize in problem solving. The two-hour unit is designed for team presentation involving counselors (when they are available) working with teachers. Instructional sequences are outlined in terms of goal statements, performance objectives, instructor's information (including suggested grouping, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. A rationale statement for career guidance and a media resource sheet are included. The student activity booklet for use with the unit is provided. (TA)

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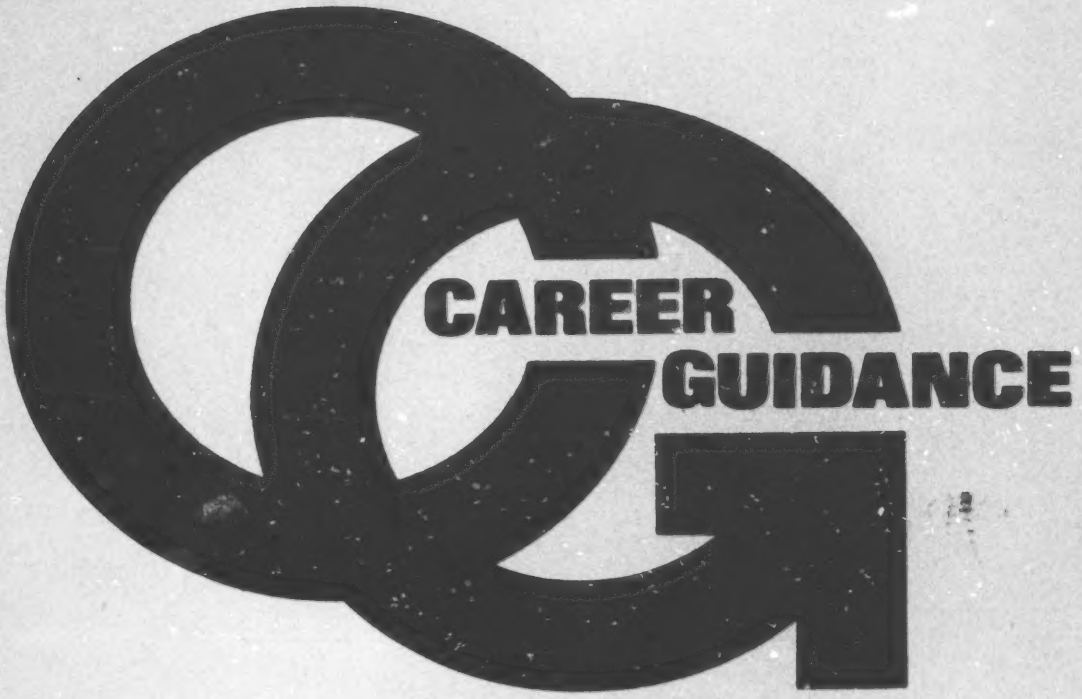

DECISIONS

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MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

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DECISIONS

I. UNIT RATIONALE

The purpose of this unit is too assist the student in solving the variety of problems which face him daily. Recognizing the problem is paramount to a solution. Remember, the reason for the student's problem is part of the problem.

This unit provides the student with steps he can utilize in problem-solving. The use of these steps will hopefully provide the student with some skills necessary to logically "cope" with his problem.

II. INTENDED USE OF UNIT

A. Grade Placement: 8

B. Duration of Unit: 2 hours

C. Special Considerations:

This unit is designed for team presentation involving counselors (when they are available) working closely with teachers. These staff members then share responsibility for helping students achieve this unit's performance objectives. Both groups of staff members are acountable for this unit's desired outcomes.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-8 403.00:

The student will be more skillful in making decisions and solving problems.

A. Performance Objective J-8 403.01: The student will be able to recognize and solve a problem of his choice, utilizing the five steps of the problem-solving process in logical sequence.

1. Instructor's Information:

a. Estimated Lesson Time: 90 minutes

b. Suggested Grouping: Large group

c. Content Outline:

(1) View film, "Problems and Attitudes in School"

(2) Introduction to problem-solving

(3) Self-test on problem-solving

(4) Examples of problems

(5) Problem checklist

(6) The use of the five steps in problem-solving

(7) View filmstrip, "Learning to Make Decisions", Singer, filmstrip and record, F-792-3 P. E-10 SVE

(8) Solve individual problem using the five steps of problem-solving

d. New Vocabulary:

(1) Surprisingly - to be or seem incredible.

(2) Exists - to continue to be present.

(3) Realistic - preoccupation with fact or reality; rejection of the impractical.

(4) Recognize - to be able to choose or pick out.

(5) Identify - to determine or select.

(6) Significant - important.

e. Learner Prerequisites: None

f. Instructor's Preparation Tasks:

(1) For background information read, <u>Your Problems: How to Handle Them</u>, SRA Junior Guidance Series.

(2) Preview film and filmstrip

(3) Set up 16mm projector and film (1st class period),

set up filmstrip projector, record player, and filmstrip (2nd class period)

(4) If possible, involve one or more counselors as resource people

(5) Obtain pencils

g. Resources:

(1) Student Activity Packets (J-8 403.00)

(2) 16mm projector

(3) Chalk

(4) Pencils

(5) Filmstrip projector

(6) Record player

2. Developing the Lesson: Pass out the Student Activity Packets and instruct them to open to page 2 and read the introduction.

a. Introduction:

The world is full of problems and each of us has his own. But surprisingly, many of our problems can be worked out if we are willing to try to find ways to solve them.

The activities in this packet explain ways to help you with the kinds of personal problems faced by young people. Working these activities won't guarantee you a life free of problems (worries), but it should help you to act in a more responsible way in facing problems you might have. Knowing what to do gives you a better chance

of solving your problems.

The activities don't try to tell you what the best answers are, rather they try to help you make decisions you may want to make.

A problem is a personal one only when a person sees that it exists and decides to do something about it. Some people go through their lives not wanting to take responsibility for their behavior. We can probably be happier and more successful in life if we look at problems in a more realistic and personal way. Instead of waiting for other people to try to solve our problem, we might ask, "What am I going to do to try to solve this problem?"

b. Tasks and Activities:

TASK 1:

Follow the introduction of the unit with a 10-minute film, "Problems and Attitudes in School" to generate student interest.

ACTIVITY 1: page 2

Students:

As a class you will view the film, "Problems and Attitudes in School." It will be set up for you.

TASK 2:

Ask the students to turn to page 3 in their activity packet and take the Self-Test on steps in problem-solving. Have the students check their answers with the answers at the top of the following page.

ACTIVITY 2: page 3

Students:

Before we ask you to do the activities in this packet, we would like you to find out how much you already know about solving problems. The following self-test will give you an idea about the things you know and those you need to learn. Directions: We have listed the five steps that a person should use in solving problems. We want you to arrange them in order as you think they would work best, using Number 1 for Step 1, Number 2 for Step 2, etc.

_____ Go to work on it

_____ Choose the best way

_____ Check results and change if necessary

_____ Identify the problem

_____ List different ways of solving the problem

TASK 3:

Have each student read stories A and B and the summary paragraph in their booklets. Then allow time for class discussion, asking the students to react to the stories and to express their feelings and opinions. You might begin the discussion with questions such as:

(1) How do you think Nancy feels?

(2) How can Nancy be helped?

(3) What would you suggest be done in Kevin's case?

The next scheduled class or individual meeting will involve activities five through eight.

ACTIVITY 3: page 4

Students:

The following are examples of things that might bother you. As you read the stories they may remind you of some of your problems.

Story A:

Nancy sat staring out the window of Room 23 at Desert View Jr. High. She was unhappy and feeling sorry for herself. Not only was she shy, but she felt that people didn't like her very much. She was the tallest girl in the room, and none of the boys ever talked to her like they talked to some of the other girls. Instead, they stood off and yelled "Beanpole" whenever she passed them. "If only," Nancy thought, "If only there were some magic medicine I could take to make me shrink."

KEY: (Answers to Self-Test: 4, 3, 5, 1, 2)

Story B:

Kevin is in the habit of shoplifting; that's a problem! But it is the problem of the police and the people who own the store as well. The store owner has paid for the articles and therefore this is a real loss for him. The police have been given the responsibility of protecting the store owner and keeping order in the community. This becomes Kevin's personal problem because he is interfering with the rights of others and because convicted shoplifters are punished by the law.

Summary:

Nancy and Kevin aren't the only ones with problems. Almost everyone in Room 23 is concerned about something. These people are not different from people everywhere. Just about everybody has problems.

TASK 4:

Have the students read Activity 4 and select a problem.

ACTIVITY 4:

Students:

There are many different kinds of problems. Not everybody has exactly the same number of problems--or even the same kind. But if everyone in your school made a list of his problems, you might find that many of them were the same. The next activity will help you recognize or identify problems you may have.

Check those that might be problems for you.

_____1. Why do I always say the wrong thing at the wrong time?

_____2. I don't get very good grades an school.

_____3. I can't stand to be pushed or have my hair messed up.

_____4. I would like to have more money to spend.

_____5. My health is not very good.

_____6. Some of the boys/girls make fun of me.

_____7. I can't find my P.E. clothes.

_____8. I get scared when I have to talk in front of the class.

_____9. My teacher doesn't like me.

_____10. I don't have as many friends as I would like.

_____11. My parents are too strict.

_____12. I'd like to know what I'm going to do when I grow up.

_____13. I just don't like school.

_____14. Other problems: (one of your own)

_____

_____

_____

Now that you have checked some problems, please select one and write in the space provided below. This problem will be used later.

_____

TASK 5:

Have the students study the following five steps of problem-solving and then read about Fred's problem with school.

ACTIVITY 5: page 6-7

Students:

In solving many problems, the following five steps are very useful:

1. Identify the problem. Write it down along with its cause. (Remember, the reason for the problem is part of the problem.)
2. List different ways of solving the problem.
3. Choose the best way.

4. Go to work on it.

5. Check results and change if necessary.

Let's look at a sample problem and use the five steps we have just identified in working with it.

Fred is an eighth grader at Desert View Jr. High. Both his parents leave for work before he gets up. Fred is often late or absent from school. He complains to his friends that he doesn't like to come to school. He is always saying, "Why go to school?" Would you say Fred has a problem? Yes, you're right. Let's take Fred through the five steps of solving this problem.

First: We identify the problem. "Why or why not go to school?" Reasons?

1. Hard to get going in the morning.
2. Embarrassing to be late all the time.

Second: List different ways of solving the problem.

1. Find out what his friends think.
2. Make a list of reasons for going to school and for not going to school.
3. Talk with a "significant other" adult.

Third: Choose the best way. Fred's decision was to use choice number 2, which calls for making a list of reasons for going to school and for not going to school.

Fourth: Go to work on it. Fred decided to work with his counselor in making his list of reasons.

Teacher says: "Before looking at Fred's chart (list), see if you can write down some of your own reasons and then compare them with Fred's list on page 10."

PROBLEM	REASONS FOR GOING TO SCHOOL	REASONS FOR NOT GOING TO SCHOOL

After meeting with his counselor and giving the problem a lot of thought, Fred came up with the following chart.

PROBLEM	REASONS FOR GOING TO SCHOOL	10 REASONS FOR NOT GOING TO SCHOOL
Why go to school?	1. My friends are at school. 2. I need school to be successful in a future job. 3. School helps me improve my abilities. 4. School will help me be a better citizen in my community. 5. I need school to get the most out of life. 6. School helps me gain new interests. 7. School helps me to make better use of my time. 8. School helps me to get along with others.	1. School is boring. 2. School takes too much time. 3. Teachers pick on me. 4. I can do what I want to at home. 5. Classwork is too hard. 6. School rules are stupid. 7. It's embarrassing to be late all the time.

Fifth: Check results and change if necessary. Fred found that his list of reasons for going to school would help him become the person he would like to be. Fred kept his list to refer to in the future because he was pleased with it. Problems are often solved when we look at both the reasons for and the reasons against doing something.

SCHOOL

TASK 6:

Use the filmstrip with the record entitled, "Learning to Make Decisions" to assist students in understanding the concept of decision making.

After showing the filmstrip to the class, invite them to evaluate or react to the viewpoints and opinions offered in the filmstrip. Encourage the class members to voice their own opinions. They may agree or disagree, but engage them in a discussion that focuses on the theme of this filmstrip.

ACTIVITY 6: page 12

Students:

As a class you will view the filmstrip, "Learning to Make Decisions." After the filmstrip, there will be a short discussion on the main points. You will have a chance to agree or disagree.

TASK 7:

The student will recognize and solve a problem of his choice, utilizing the five steps of the problem-solving process in logical sequence.

The next scheduled class or individual meeting will involve time for finishing and summarizing the student's problem. It will also include a post-test in which the student will place in order the five steps of problem-solving.

ACTIVITY 7: page 12-13

Students:

You have now gone through several activities and discussions on problem-solving. At this time we would like you to take the problem you selected and listed on page 6 of your packet and use the five steps to help you solve it. Use the space below for this task.

1. Identify the problem:

   _____

   _____

2. List different ways of solving the problem:

   a. _____

   b. _____

   c. _____

3. Choose the best way:

   _____

4. Go to work on it:

   _____

   _____

   _____

5. Check results and change if necessary:

   _____

   _____

   _____

Now you have used the five steps in problem-solving. How do you feel about your decision? Remember, you will be able to schedule a conference with your teacher or counselor at the end of the packet.

B. Performance Objective J-8 403.02: The student will be able to list the five steps of the problem-solving process in logical sequence.

1. Instructor's Information:

a. Estimated Lesson Time: 30 minutes

b. Suggested Grouping: Large group or individual

c. Content Outline: Post-test

d. New Vocabulary: None

e. Learner Prerequisite: J-8 403.01

f. Instructor's Preparation Tasks:

(1) Make certain each student has his individual packet.

(2) If possible, involve one or more counselors as resource people.

(3) Obtain pencils.

g. Resources:

(1) Student Packets (J-8 403.00)

(2) Chalk

(3) Pencils

2. Developing the Lesson:

a. Introduction:

Review the previous activities to prepare for the Post-test.

b. Tasks and Activities:

TASK 1:

Introduce the Post-test by reviewing previous activities in problem-solving. Have students complete Post-test.

ACTIVITY 8: page 13-14

Students:

You have now completed several activities about problem-solving. At this time we would like you to take a self-test to see how much you have learned about this process. It is a self-scoring test and only you will know the results. Use the picture below for review before going to the test on the following page.

These two boys have a problem. Can you take them through the 5 steps involved in Problem-Solving? Use the lines on the following page for this.

Directions: In order, list the five steps a person should use in solving problems.

1. _____

2. _____

3. _____

4. _____

5. _____

Check the responses with the key on the following page.

TASK 2:

Ask the students to read the summary silently as you read aloud.

ACTIVITY 9: page 14

c. Summary:

(Now read silently as the teacher reads aloud...)

This unit has helped us to realize that everyone has problems. The activities in this packet explain ways to understand personal problems that face each of us in our daily activities. No answers were given directly to you. But each of us has a responsibility to himself and those around him for making the best decision.

We feel the five steps of problem-solving will assist you in making decisions, if you'll use them.

d. Other Options: None

e. Enrichment: None

3. Evaluation:

a. Test samples: None

b. Answer Key

ACTIVITY 10: page 15

Directions: Check your responses with this key. If they are not in order, please correct and review the key.

1. Identify the problem.
2. List the different ways of solving the problem.
3. Choose the best way.
4. Go to work on it.
5. Check results and change if necessary.

ACTIVITY 11: page 15

Students:

Summary: Read silently as the teacher reads aloud.

You have now fully completed the learning packet on problem-solving. We hope you put to use in your daily life some of the things you have learned. If you have any questions about any of the activities or any other general questions that the packet brings to mind, talk to your teacher or schedule a conference with you counselor. Your teacher will give you a slip of paper if you would like to sign up to see your counselor about your problem.

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa'a Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short- and long-term) and to identify instructional objectives for them to achieve in the standard curriculum areas as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.
2. It must help each student to become an effective personal problem solver (i.e., a planner, a decision-maker, a self-manager).
3. It must be based on student needs and ultimately should seek to

serve all the career-related needs of all students, not just the needs of a selected group of students.

4. It must integrate individual planning objectives and procedures into the school's instructional process in all subject areas.
5. It must include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems which persist.
6. It must evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping individual students to meet their particular needs.

In order for Mesa's Career Education Program to meet these assumptions (i.e., to incorporate this type of an individualized guidance and counseling system) a series of activities is being systematically employed. These have included the identification of youth development needs (as seen through the eyes not only of youth but also parents, educators, and employers) and the translation of these expressed needs into objectives stipulating desired youth outcomes which are measurable. Instructional-counseling approaches such as the ones in this guidance unit are being developed to help students achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible, in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit # J-8 403.00

Title DECISIONS

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
J-8 403.01		"School Problems: Getting Along with Others"	Color-10.5 min. 16mm Film	BFA Educational Media Rental,	$6.50
				2211 Michigan. Ave. Santa Monica, Cal. 90404	
J-8 403.01		"Learning to Make Decisions" (F-792-3)	Filmstrip & Record	Page E-10 (SVE) Singer	$11.00
J-8 403.01		"Problems and Attitudes In School"	Order #24703 Color,10min.	ABC Media Concepts 24	Rental $15.00
			16mm.	1001 N. Poinsetta Pl., Hollywood	
				Cal. 90046	
J-8 403.01		Your Problems: How to Handle Them	#5-1028 Booklet	SRA, INC, 259 E. Erie Chicago, Ill. 60611	$.80 (for 25 or more)

TC - 10, Legal Courier
SB - 12, Letter Gothic

The student will be able to make decisions and solve problems better.

Making Sure We're Making Sense:

1. The student will be able to put to use the five steps (in order) necessary to solve problems.

2. The student will pick his own problem and use the five steps necessary to solve it.

INTRODUCTION

The world is full of problems and each of us has his own. But surprisingly, many of our problems can be worked out if we are willing to try to find ways to solve them.

The activities in this packet explain ways to help you with the kinds of personal problems faced by young people. Working these activities won't guarantee you a life free of problems (worries), but it should help you to act in a more responsible way in facing problems you might have. Knowing what to do gives you a better chance of solving your problems.

The activities don't try to tell you what the best answers are, rather they try to help you make decisions you may want to make.

A problem is a personal one only when a person sees that it exists and decides to do something about it. Some people go through their lives not wanting to take responsibility for their behavior. We can probably be happier and more successful in life if we look at problems in a more realistic and personal way. Instead of waiting for other people to try to solve our problem we might ask, "What am I going to do to try to solve this problem?"

Activity 1:

Students:

As a class, you will view the film, "Problems and Attitudes in School." It will be set up for you.

Activity 2:

Students:

Before we ask you to do the activities in this packet, we would like you to find out how much you already know about solving problems. The following self-test will give you an idea about the things you know and those you need to learn.

Directions: We have listed the five steps that a person should use in solving problems. We want you to arrange them in order as you think they would work best, using Number 1 for Step 1, Number 2 for Step 2, etc.

_____ Go to work on it

_____ Choose the best way

_____ Check results and change if necessary

_____ Identify the problem

_____ List different ways of solving the problem

Check your answers to the Self-Test with the key on the following page.

Activity 3:

Students: The following are examples of things that might bother you. As you read the stories they may remind you of some of your problems.

Story A:

Nancy sat staring out the window of Room 23 at Desert View Junior High. She was unhappy and feeling sorry for herself. Not only was she shy, but she felt that People didn't like her very much. She was the tallest girl in the room, and none of the boys ever talked to her like they talked to some of the other girls. Instead, they stood off and yelled "Beanpole" whenever she passed them. "If only," Nancy thought, "If only there were some magic medicine I could take to make me shrink."

KEY: (Answers to Self-Test: 4, 3, 5, 1, 2.)

Story B:

Kevin is in the habit of shoplifting; that's a problem! But it is the problem of the police and the people who own the store as well. The store owner has paid for the articles and therefore this is a real loss for him. The police have been given the responsibility of protecting the store owner and keeping order in the community. This becomes Kevin's personal problem because he is interfering with the rights of others, and because convicted shoplifters are punished by the law.

Nancy and Kevin aren't the only ones with problems. Almost everyone in room 23 is concerned about something. These people are not different from people everywhere. Just about everybody has problems.

Activity 4:

Students:

There are many different kinds of problems. Not everybody has exactly the same number of problems--or even the same kind. But if everyone in your school made a list of his problems, you might find that many of them were the same. The next activity will help you recognize or identify problems you may have. Check those that might be problems for you.

_____1. Why do I always say the wrong thing at the wrong time?

_____2. I don't get very good grades in school.

_____3. I can't stand to be pushed or have my hair messed up.

_____4. I would like to have more money to spend.

_____5. My health is not very good.

_____6. Some of the (boys-girls) make fun of me.

_____7. I can't find my P.E. clothes.

_____8. I get scared when I have to talk in front of the class.

_____9. My teacher doesn't like me.

____10. I don't have as many friends as I would like.

____11. My parents are too strict.

____12. I'd like to know what I'm going to do when I grow up.

____13. I just don't like school.

____14. Other problems: (one of your own)

_____

_____

_____

Now that you have checked some problems, please write one in the space provided, for use later on.

_____

Activity 5:

Students:

In solving many problems the following five steps are very useful:

1. Identify the problem. Write it down along with its cause. (Remember, the reason for the problem is part of the problem.)
2. List different ways of solving the problem.
3. Choose the best way.
4. Go to work on it.
5. Check results and change if necessary.

Let's look at a sample problem and use the above five steps in working with it.

Fred is a seventh grader at Desert View Junior High. Both of his parents leave for work before he gets up. Fred is often late or absent from school. He complains to his friends that he doesn't like to come to school. He is always saying, "Why go to school?" Would you say Fred has a problem? Yes, you're right. Let's take Fred through the five steps of solving this problem.

First: We identify the problem. "Why Go To School?"

Reasons?

1. Hard to get going in the mornings.
2. Embarrassing to be late all the time.

Second: List different ways of solving the problem.

1. Find out what his friends think.
2. Make a list of reasons for going to school and one for not going to school.
3. Talk with a significant other adult.

Third: Choose the best way. Fred's decision was to use choice number 2, which calls for making a list of reasons for going to school and one for not going to school.

Fourth: Go to work on it. Fred decided to work with his counselor in making list of reasons.

PROBLEM	REASONS FOR GOING TO SCHOOL	REASONS FOR NOT GOING TO SCHOOL

After meeting with his counselor and giving the problem a lot of thought, Fred came up with the following on the next page.

PROBLEM	REASONS FOR GOING TO SCHOOL	REASONS FOR NOT GOING TO SCHOOL
Why go to School?	1. My friends are at school 2. I need school to be successful in a future job. 3. School helps me improve my abilities. 4. School will help me be a better citizen in my community. 5. I need school to get the most out of life. 6. School helps me gain new interests. 7. School helps me to make better use of my time. 8. School helps me to get along with others.	1. School is boring. 2. School takes too much time. 3. Teachers pick on me. 4. I can do what I want to at home. 5. Classwork is too hard. 6. School rules are stupid. 7. It's embarrassing to be late all the time.

Fifth: Check results and change if necessary. Fred found that his list of reasons for going to school would help him become the person he would like to be. Fred kept his list to refer to in the future because he was pleased with it. Problems are often solved when we look at both the reasons for and the reasons against doing something.

SCHOOL

Activity 6:

Students:

As a class you will view the filmstrip, "Learning to Make Decisions." After the filmstrip there will be a short discussion on the main points. You will have a chance to agree or disagree.

Activity 7:

Students:

You have now gone through several activities and discussions on problem-solving. At this time we would like you to take the problem you have selected and find the five steps to help you solve it. Use the space below for this task.

1. Identify the problem.
   a. _____
   _____
2. List different ways of solving the problem.
   a. _____
   b. _____
   c. _____
3. Choose the best way.
   a. _____
   _____
4. Go to work on it.
   a. _____
   _____

5. Check results and change if necessary.

a. _____

_____

_____

Now you have used the five steps in problem-solving. How do you feel about your decision? Remember, if you want help with your problem you will be able to schedule a conference with your teacher or counselor at the end of the packet.

Activity 8:

Students:

You have now completed several activities about problem-solving. At this time we would like you to take a self-test to see how much you have learned about this process. It is a self-scoring test and only you will know the results. Use the picture below for review before going to the test on the following page.

These two boys have a problem. Can you take them through the 5 steps involved in problem-solving? Use the lines on the following page for this.

Directions: In order, list the five steps a person should use in solving problems.

1. _____

2. _____

3. _____

4. _____

5. _____

Check the responses with the key on the following page.

Activity 9:

Summary:

(Now read silently as teacher reads aloud...)

This unit has helped us to realize that everyone has problems. The activities in this packet explain ways to understand personal problems that face each of us in our daily activities. No answers were given directly to you. But each of us has a responsibility to himself and those around him for making the best decisions.

We feel the five steps of problem-solving will assist you in making decisions, if you'll use them.

Activity 10:

Directions: Check your responses with this key. If they are not in order, please correct and review the key.

1. Identify the problem.
2. List the different ways of solving the problem.
3. Choose the best way.
4. Go to work on it.
5. Check results and change if necessary.

Activity 11:

Students:

Summary: Read silently as teacher reads aloud.

You have now fully completed the learning packet on problem-solving. We hope you put to use in your daily life some of the things you have learned. If you have any questions about any of the activities or any other general questions that the packet brings to mind, talk to your teacher or schedule a conference with your counselor. Your teacher will give you a slip of paper if you would like to sign up to see your counselor about your problem.